“Preparation and Validation of Culture-Fair Emotional Intelligence Tools Relevant for the Educative Use in the Schools of Kerala”

Emotional Intelligence is a phrase that incorporates the intricate aspects of both emotion and intelligence. Emotions rule the heart while intelligence reigns the brain. The twin qualities are inseparable and they exercise tremendous influence in the lives of individuals. According to Bar-On (1997), Emotional Intelligence is defined as “an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures”. Emotional Intelligence can make a unique contribution to a “better understanding of people and also use their potentials to succeed in various aspects of life”.

Emotional Intelligence (EI) often measured as Emotional Quotient (EQ), describes an ability, capacity, or skill to perceive, and mange the emotions of one’s self, of others, and of groups. It is increasingly recognized that Intelligence (IQ) accounts for only about 20% of person’s success in life. The balance 80% is attributed to emotional intelligence. According to Brigges the intellect is but a speck floating in a sea of feeling. Mayer and Salovey have defined emotional intelligence as “the ability to perceive accurately, appraise and express emotions, general feelings that facilitate thoughts and an ability to regulate emotions to promote growth”. It describes an ability, capacity or skill to perceive, assess and manage the emotions of one’s self, of others and of groups.

The period of developing Emotional development is from birth climaxing at adolescence and lasting till death. This means that both parents and teachers from daycare through high school control the time period in which the most can be done

to help a young person grow strong emotional intelligence. Parents who deal constructively with their own emotions, who show respect for their child's feelings, but who deliberately encourage their child to perceive how his or her behavior is affecting others are encouraging development of strong E.I. Schools that train staff members to continue this growth process and build E.I. development exercises throughout existing courses make a major contribution to the career success potential of students. Excellent curriculum resource materials are readily available to help teachers in this area.

NEED AND SIGNIFICANCE OF THE STUDY

It is a well accepted fact that the quality of a nation depends upon the quality of education imparted to its citizens which in turn depends upon the quality of the teachers. The term quality of teachers includes all the personality dimensions of a teacher. At present teacher abilities are measured giving more accents to intelligence and multiple intelligence generally neglecting the role of emotional intelligence.

But an emotionally competent teacher is likely to emphasize a responsible behavior on the part of his students by placing himself as a role model and through facilitating classroom activities in a proper way.

A teacher who is skilled in terms of emotional competencies will naturally try to build a sense of mutual understanding; schools always had a mission of socializing our children or preparing them for life on a very broad spectrum dating from the Guru Kula era till the varieties of progressive education promoted today in the pre-schools (starting from Froebel and Montessori) and carried up to integrated education officially accepted the present policy in schools. School not only makes children competent in mathematics, languages, etc. but also teaches kids how to

manage themselves better how to handle their rocky emotions, how to handle other people, how to co-operate, how to get along with others and so on. So emotional competence and classroom interaction of secondary school teachers should be studied and it can contribute fruitful findings and suggestions for the development of the educational system and progress our nation itself.

The intelligence quotient (IQ) and achievement of students is positively related. But studies show that IQ accounts for only 10-20% for determining life success (Goleman, 1995) because most of the persons having high IQ could not compete with difficulties of life. It is seen that Emotional Intelligence or emotional quotient is a greater predictor of social adjustment at work than intelligence quotient. Emotional Intelligence is a form of social intelligence which involves the ability to monitor one's own and others feelings and emotions to discriminate among them and utilize this information to guide one's thinking and action (Salovey & Mayer, 1990).

Ever since the importance of EI was recognized attempts were made to measure it in the form of EQ but most of the tools were developed in foreign countries and are not culture-fair. It is high time that the investigator take initiative in the matter in developing a culture- fair emotional intelligence inventory.

In this connection so many questions automatically emerge in the minds of any investigator. How do our secondary school teachers and students stand in the different components of Emotional Intelligence? How do teachers and students fair in their Emotional intelligence? The self awareness, managing emotions, motivating oneself, handling relationship and empathy are the components of Emotional Intelligence. Is there any difference in age, religion, gender, locale difference, socio

economical status etc with regard to emotional intelligence? These and many such questions will find reliable answer only through systematic, serious, sincere and scientific studies. The present investigation is a humble attempt in this direction.

Statement of the formulated problem

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Hypotheses formulated for the present study are:

1. There is no significant gender difference in the emotional quotient of secondary school students.
2. The emotional quotient of students will not differ on the basis of the educational status of parents.
3. The emotional quotient of students will not differ on the basis of age.
4. There is no significant difference in the Emotional Quotient of secondary school students based on types of the school.
5. There is no significant difference in the Emotional Quotient of secondary school students based on monthly income of parents.
6. There is significant difference in the emotional quotient of secondary school teachers based on gender.
7. The emotional intelligence of teachers is not independent of their marital status.
8. The emotional intelligence of teachers is not independent of their educational status.

9. There is no significant difference in the Emotional Intelligence of secondary school teachers based on type of the school in which they work.
10. There is no significance in the emotional intelligence of secondary school teachers on the basis of the management of schools in which they work.
11. There is no significant difference in the emotional quotient of secondary school teachers based on teaching experience.

Objectives

The study was confined to the following objectives

- To standardize a culture-fair Emotional Intelligence inventory to find out the emotional intelligence of secondary school teachers.
- To standardize a culture-fair Emotional Intelligence inventory to find out the emotional Intelligence secondary school students.
- To study the Emotional Intelligence of students on the basis to their gender, age, educational status of parents and monthly income of parents, types of schools and management of schools.
- To study the emotional intelligence of teachers on the basis of gender, marital status, educational status, type of school in which they work, management of school and teaching experience.

TOOLS AND MATERIALS USED IN THE STUDY

The following tools were used for the present study.

1. Emotional Intelligence Inventory (Culture-Fair) for Secondary School Teachers.

2. Emotional Intelligence Inventory (Culture-Fair) for Secondary School Students.

STATISTICAL TECHNIQUES EMPLOYED

The data processing is done by using the following techniques.

The analyses were done using the 't' Test and ANOVA techniques.

SUGGESTIONS IN THE LIGHT OF CONCLUSIONS

Based on the conclusions of the study the investigator puts forth the following recommendations which she thinks if put to practice will favourably affect the educational scenario of the state.

- The present study has proved that the male and female students have difference in the level of Emotional Intelligence components like Self-awareness, Motivating Oneself, Managing emotions, Handling relationship and Empathy. In all these components the girls excel boys. For the purpose of improving the emotional intelligence of Boys the teachers should be more attentive and provide counselling classes for them to develop their emotional intelligence. The teachers should provide enough occasion for students to express their emotions freely. Students should be given enough guidance to handle their emotions with their friends, members of their family and others. Enough Group activities and teamwork which would foster emotional intelligence may be provided as part of or along with learning experience.
- The present study has revealed that parental education has direct correlation with emotional intelligence of students. This should be taken seriously by educational authorities afnd awareness programme regarding the emotional intelligence

should be organized for the parents under the auspices of parent teacher association and mother parent association to cater to the emotional development of their children.

The following are the suggestions on the light of the finding of the present study in teacher's emotional intelligence.

- The financial status of parents is found to affect the emotional intelligence of children. The financially poor parents of children may be given enough incentives by the Government and other sources to improve their financial status. A few schemes sponsored by Government to ensure minimum days of labour for the parents though is welcome able. More opportunities should be in this regard for parents
- The study has revealed that the components of emotional intelligence like self awareness motivation oneself managing emotions, handling relationship and empathy women teachers surpass men. This has to be given special consideration by the educational authorities and special in-service educational service programme geared to the improvement of the above components may be organized by the authorities concerned.
- It was observed that the new entrants in the teaching profession with minimum teaching experience were found to have less emotional intelligence when compared to more experienced teachers. This calls for the organization of the special in-service courses for less experienced teachers in emotional intelligence
- Emotional intelligence of teachers was found to be positively related to their educational status. This has tremendous implications at the time of teacher

recruitment. Higher educational status should be always given preference in the time of appointment.

- The Emotional intelligence of teachers is established to a guaranty for their professional success. Hence emotional intelligence inventory to measure the EQ of teacher candidates may be administered and due weightage to be given to the scores obtained in this regard before real appointment is made.

CONCLUSION

An emotionally competent teacher in likely to emphasize on responsible behavior on the part of his/her students by placing himself/herself as a role model and through formalizing classroom activities in a proper way. He or she can foster creativity in students and these activities can be used later on in times of emotional Leaderships. There is the need for a collaborative socially cognizant and a well managed learning environment, which ensures all-round development of a child in both cognitive and affective domains. The results of the study make the role of teachers evident in displaying emotional skills while teaching and managing classroom situations. This can be the first possible solution to develop such essential skills as emotional and intrinsic motivation skills among children in schools and make school a place where pupils can learn something for their future social behavior and success in workplace